DOCUMENT RESUME

ED 125 968 SO 009 259

AUTHOR Roberts, Helen R.; Larkin, Brian J.
TITLE Toward a Reconceptualization of Citizenship Education: Preliminary Report of a Conference on Citizenship Education (Indianapolis, Indiana, March 20-21, 1976).
PUB DATE Mar 76
NOTE 21p.
AVAILABLE FROM National Council for the Social Studies, Suite 101, 1515 Wilson Blvd., Arlington, Virginia 22209 ($1.25)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Citizenship; Civic Belief; *Conference Reports; Conferences; Curriculum Evaluation; Curriculum Guides; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Information Networks; Inservice Teacher Education; Material Development; Social Attitudes; *Social Studies; Student Needs

ABSTRACT

The National Council for the Social Studies (NCSS) conference on reconceptualizing citizenship education was held to identify needs in citizenship education, which might appropriately be addressed by NCSS, and to discuss strategies for meeting those needs. Four needs in citizenship education were expressed: philosophies of citizenship and citizenship education, reconceptualizing citizenship education, operation and pedagogy, and information. Several strategies for meeting the expressed needs were discussed, such as publishing and disseminating documents, involving and training teachers, and influencing policy. Recommendations resulting from the conference include convening a national commission on citizenship education; preparing a paper on "Reconceptualizing Citizenship Education;" developing an NCSS position statement on citizenship education; developing curriculum guidelines; developing a national communications network; maintaining a bibliography of resource centers, materials, and people; initiating state and local conferences; funding school-by-school evaluations of citizenship curriculum; and developing inservice training by state departments of education. (ND)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Nat'l. Council For Soc. Studies
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED125968

SP009257

TOWARD A RECONCEPTUALIZATION OF CITIZENSHIP EDUCATION:

Report of a Conference

sponsored by

The National Council for the Social Studies

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
CITIZENSHIP EDUCATION CONFERENCE PARTICIPANTS

Joan Alcorn, Teacher
Taylor Elementary School, Denver

Geraldine Bagby, Vice-President
Danforth Foundation

James Becker, Director
Mid-America Program for Global Perspectives
Indiana University

David Biltchik, Program Officer
Carnegie Endowment for International Peace

Todd Clark, National Education Director
Constitutional Rights Foundation

H. Thomas Collins, Senior Associate
Center for Global Perspectives

Shirley Engle, Professor of Education
Indiana University

Robert Gilmore, Executive Director
Center for Global Perspectives

Antonius Haltmann, Professor
Grenemegy, Germany

Robert Hanvey, Professor of Education
Brooklyn College

Rose Hayden, Associate Director
International Education Project
American Council on Education

Brian Larkin, Executive Director
National Council for the Social Studies

Timothy Little, Professor of Education
Michigan State University

Howard Mehlinger, NCSS President-Elect
Director, Social Studies Development Center
Indiana University

Jane Mounts, Social Studies Consultant
Indiana State Department of Education

Fred Newmann, Professor of Education
University of Wisconsin, Madison

John Patrick, Co-Director
Program in Comparing Political Experiences
Social Studies Development Center
Indiana University

Charles Quigley, Executive Director
Law in a Free Society

Richard Remy, Director
Mershon Political Education Program
Ohio State University

Logan Sallada
Policy Advisor to the Commissioner
United States Office of Education

Jerri Sutton, Supervisor
History, Government and Geography Service
Virginia State Department of Education

Garry Thompson, Teacher
Buckhannon-Upslur Junior High School
West Virginia

Elizabeth VanderPutten, Teacher
Manhasset Junior-Senior High School
New York

Stanley Wronski, Professor of Education
Michigan State University

Staff:

Mary Crum, Administrative Assistant
National Council for the Social Studies

Helen Roberts, Special Projects Coordinator
National Council for the Social Studies

Emmat Frauman, Recorder
I/D/E/A Kettering

TOWARD A RECONCEPTUALIZATION OF CITIZENSHIP EDUCATION:

PRELIMINARY REPORT

OF A

CONFERENCE ON CITIZENSHIP EDUCATION

Sponsored by

The National Council for the Social Studies

2030 M Street, N.W. Suite 406 Washington, D. C. 20036

MARCH 20-21, 1976

INDIANAPOLIS, INDIANA

Prepared

by

Helen R. Roberts, Special Projects Coordinator

and

Brian J. Larkin, Executive Director

INTRODUCTION:

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES AND CITIZENSHIP EDUCATION

Education for citizenship must, of necessity, be relative to the time and country wherein it takes place, and it needs to be reconceptualized and reinterpreted for each new time and generation. The National Council for the Social Studies, a membership organization of more than 20,000 teachers, supervisors, curriculum specialists, college professors and educational organizations, is the professional association devoted to the teaching of social studies. Citizenship has always been and remains today the special provence and central concern of social studies and the Council.

History of the Council's Involvement in Citizenship Education

From its beginning in 1921 as the teaching division of the American Historical Association, the Council has maintained its central commitment to citizenship education, and has sponsored and/or participated in a continuing series of research, development and dissemination projects related to citizenship. For example, various members of the Council participated in the work of the Beard Commission, the American Historical Association's Commission on the Social Studies in the Schools (1929-1934). The sixteen-volume report of that Commission was the last major reconceptualization of citizenship and citizenship education done in this country.

The 1951 Yearbook of the National Council for the Social Studies was on Education for Democratic Citizenship. Again, in 1960 the Council's Yearbook was devoted to Citizenship and a Free Society, and

highlighted the importance of student involvement in civic action, the emerging importance of minority peoples in the United States, and expanding global problems. During 1963-1967, the Council on Civic Education, with the aid of the Danforth Foundation, undertook a national study of civic education in which the National Council for the Social Studies compiled a survey of Promising Practices in Civic Education (1967) which spelled out goals for civic education and suggested methods for their accomplishment. Still more recently, the Council participated in the development and interpretation of the National Assessment of Educational Progress in citizenship education.

The current position of the National Council for the Social Studies regarding citizenship education stems broadly from its 1971 Social Studies Curriculum Guidelines:

> Human dignity means equal access to the rights and responsibilities associated with membership in a culture.. The essential meaning...each person should have an opportunity to know, to choose, to act...Commitment to human dignity must put the power of knowledge to use in the service of mankind. Whatever students of the social studies learn should impel them to apply their knowledge, abilities, and commitments toward the improvement of the human condition. (pp. 7,8).

Mandate by the Board of Directors

In May of 1975, the Council's Board of Directors, recognizing the important role of NCSS in citizenship education, adopted a resolution calling for social studies to be defined and presented in terms of citizenship education, and for a special effort to be made by the Council to improve citizenship education. At that time,the officers of the NCSS made a three year (1975-78) commitment to citizenship education as their number one priority.

The 1976 Conference

Thus, in March of 1976, the National Council for the Social Studies held a conference on Citizenship Education in Indianapolis, Indiana. The purpose of the conference was to identify needs in citizenship education which might appropriately be addressed by the NCSS, and to develop strategies for meeting those needs.

The participants represented many perspectives and institutional affiliations: public schools, colleges and universities, educational organizations, centers and institutions concerned with citizenship, private foundations, and federal agencies.

PROBLEMS IN CITIZENSHIP EDUCATION

The Conference highlighted several problems in citizenship and citizenship education which currently face the society, educators and researchers. Not the least of these is the general disaffection of both students and adults from the political process, exemplified by statistics on voter registration and cast ballots. This political disaffection coincides with a more fundamental problem: the personal alienation of youth from their communities and society. Furthermore, the many dimensions of citizenship and citizenship education (moral, legal, global, cultural) make it a vastly complex notion about which to research or teach.

At the first session of the conference, these problems were reflected in the opening remarks heard from a number of participants whose organizations had been carrying on some aspect of citizenship education.

The Complexity of the Problems

Howard Mehlinger of the Social Studies Development Center at Bloomington (and President-Elect of the NCSS), stated the problem thus:

- By a margin of two to one, Americans believe that most politicans "don't really care about me."
- Fifty-eight percent believe that "people with power are out to take advantage of me."
- Forty-nine percent believe that "quite a few of the people running the government are a little crooked." (You might ask what's wrong with the other fifty-one percent. Where have they been?)
- Sixty-eight percent feel that "over the last ten years this country's leaders have consistently lied to the American people."

It suggests a great deal of cynicism, skepticism at least, perhaps a high degree of alienation of American citizens toward the political system, toward the operation of society in general. At the same time that kind of data about the public mood is being circulated there is a kind of sense that education about civic life seems not to be making a great deal of progress. One way I'd like to have you look at it is that our pattern of approach

> to the problem was essentially to define discreet problems and then to work very hard on those problems. It seems to me that what has happened, in a sense, is that we have done a very good job of developing and working out and preparing teachers to conduct solutions to discreet problems. Citizenship education is more than a twelfth grade course. It's more than a ninth grade civics class. It's more than a set of kits in the fifth and sixth grades. It's a whole experience. It's part of the entire curriculum from kindergarten through the twelfth grade, if you're just limiting it to the school, and of course civic education is more than just school. But within the school itself, it's the operation of the school...and how that intersects with a child's life. In fact, it's the whole environment in which the child is learning about the society and there have been very few of us who have even dared think much about that, let alone try to take it on as a problem to cope with.

James Becker, of the Mid-America Program in Global Perspectives, commented that citizenship education as perceived by his program should be:

> ...Education for responsible citizen involvement, and effective participation in global society...In this context, it seems that citizen education should help individuals to understand their behavior and their involvement in a global society...the improvement of the capacity to make judgements and decisions about world affairs or about public policy generally or about individual decisions...developing students' capacities to exert influence in world affairs...one of the purposes of all this then would be to try to gain some understanding and some degree of control over the various kinds of processes and events that shape our lives...responsible and effective and meaningful involvement in a global society...I'd see the major need is having to do with providing opportunities to participate in order that such learning might take place.

Todd Clark, Education Director of the Consitituional Rights Foundation, remarked that there is a:

> ...need to provide opportunities within the context of the schools. And, incidentally, in schools which are more democratic than they are today; in which kids can learn something about the degree to which our legal system provides an underpinning of values that can be used both in one's participation in the affairs of government as well as in inter-personal relationships.

And Timothy Little added:

> ...The problem I see in the law-related field is how do you teach a commitment to law as...a major conflict resolution mechanism without beginning to attach to it some secular religious attributes?

Logan Sallada, Policy Advisor to the Commissioner of Education, viewed one of the major problems in citizenship education to be the lack of understanding of what was being discussed. He felt there was a need to come up with a standardized vocabulary about citizenship education. He also posed several astute questions about citizenship:

- What is a citizen in American society, now and into the next century?
- Where are the roles and responsibility for the citizen to the end of this century and on into the new one?
- How do we humanize our institutions again and how do we get back to begin to work as groups collectively?

Dr. Sallada summed up his perception of the problem by saying:

> I think the moral fiber of society is better than we think it is. But I think the morality of our institutions is terrible and worse than we think it is.

Geraldine Bagby of the Danforth Foundation described the Danforth-Kettering National Task Force on Citizenship Education, and set a conference theme when she reiterated Stephen Bailey's concern that "the glue that is holding our society together is becoming very weak" and posed the question "where are we going?"

Rose Hayden, of the American Council on Education's International Education Division offered these bleak statistics:

> A 1974 survey of a national sample of fourth, eighth, and twelfth graders showed that:
>
> - only about one third of the twelfth graders tested were able to select a current correct answer to the world's population,
> - one quarter of the twelfth grade students, only one

quarter, realized that the decreasing death rate is a factor responsible for population growth, (and this is the one that I must say suprised me most) half the twelfth graders, only half, designated Egypt as an Arab country. Here were the four choices: (1) Egypt, (2) Israel, (3) India, and (4) Mexico.

But she ended her remarks on a hopeful note by describing the recent amendment to the National Defense Act Title VI in which "The Commissioner is authorized by grant or contract to carry out educational programs to increase the understanding of students in the United States about the cultures and actions of other nations, in order to better evaluate the international and domestic impact of major national policies." Dr. Hayden felt that this amendment would be instrumental in promoting citizenship education.

Summary

Thus, the problems in citizenship education are many and complex, covering national and international, legal, social and psychological concerns.

Brian Larkin, Executive Director of NCSS, then summarized the morning's remarks by saying that "Citizenship, whatever it means now, means something different than it meant in 1950 and certainly in 1934 when we were working with a conceptual model of citizenship that was essentially a national model... It seems to me that we need to begin to understand what it is we're talking about." He then charged the first group session with developing a more complete listing of the needs in citizenship education.

NEEDS IN CITIZENSHIP EDUCATION

In small group session, participants articulated needs in citizenship education, which were reported to the conference by Richard Remy, Elizabeth VanderPutten and John Patrick.

These expressed needs in citizenship education were of four types. One fundamental type concerned philosophies of citizenship and citizenship education. Another was related to the need for reconceptualizing citizenship education. A third covered operational concerns, and a fourth type of need was for a forum and information exchange in citizenship education.

Needs for Philosophies of Citizenship and Citizenship Education

The first type included needs for stating values and assumptions, about society, citizenship and citizenship education. That is, many participants felt it necessary to spell out a philosophy or creed of citizenship. Needs of this first type were expressed in the following statements:

- The socialization process needs revitalizing.
- The current institutional structure in American education is inadequate for introducing new approaches.
- There is a need to know whether the populace believes there is a need for education to include citizenship in the learning process. Are we focusing attention on recognized needs or are we creating them?
- There is a need to develop a shared sense of values (The Glue), to define the boundaries of our loyalities, to reconfirm (or reconceptualize) our values about citizenship.
- There is a need to confront the contradiction between moral relativism and moral dogmatism in citizenship education.

Need for Reconceptualizing Citizenship Education

The second type of expressed need, by far the most often cited, was the need for reconceptualizing citizenship education. Participants agreed that a series of questions which need to be addressed, and an articulation of the scope, parameters, and elements of citizenship education would be necessary ingredients in such a reconceptualization. Participants felt that:

- There is a need to reconceptualize citizenship education with regard to -
  - developing a standardized vocabulary
  - global perspectives, law related perspectives, values and moral judgements
  - citizen participation, and integration of issues and approaches
  - careful and systematic philosophical thought
  - individual, community, national, and global affairs
  - knowledge, skills, and attitudes of citizenship education.

Operational and Pedagogical Needs

The third type of expressed needs were at an operational level. Here, behavioral competencies, teaching strategies and methods for measuring change in citizen development were pointed out as areas of concern. Such needs were stated thus:

- What sort of intervention in citizenship education are we proposing to make.
- Who should perform what function?
- There is a need to know how to accomplish student outcomes in regard to citizenship education, to measure effects of citizenship education and to show results.
- There is a need for open recognition of the inconsistency between statements about responsibility for citizenship education and what's going on in classrooms.
- Students need opportunities to be involved in a participatory way during their school years.

Needs for Information

The fourth type addressed the needs for information dissemination networks and forums for the discussion and development of concepts in citizenship education. The following specific needs of this last type were mentioned:

- There is a need for some sort of national and international forum for discussion of these issues.
- There is a need to examine federal policy problems in citizenship education with regard to -
  - factionalization
  - rehumanizing our institutions
  - the question of how we want to be governed
  - are the roots of freedom being eroded?
  - how do we reinstill pride in citizenship?
  - the economics of global dependence.

STRATEGIES FOR MEETING THE NEEDS IN CITIZENSHIP EDUCATION

Several kinds of strategies for meeting the expressed needs in citizenship education emerged from the conference. Strategies such as publishing and disseminating documents, developing cooperative arrangements, involving and training teachers, seeking funds, and influencing policy, were proposed and applied in various ways to the expressed needs.

To Meet the Need for a Philosophy of Citizenship Education

In relation to the need for a creed or philosophy of citizenship education, Shirley Engle of Indiana University felt very strongly that a statement of values and assumptions is a necessary precursor to any discussion of problems or solutions. On the second morning of the conference he read this statement:

> My statement rests on the assumption that the basic problem in our own and world society today is a moral crisis...it has been amply documented by many, many social analysts, the most recent of which is Henry Steele Commanger, one of our own, who has documented this statement in a splended article. That problem means that the old morality, and the old religions, have been revealed as hypocritical and not measuring up against the basic moral principles of justice and equality...a new morality is struggling to be born. If this is our situation, then in a period of moral reassessment--rather than a period of ascetic morality--the role of civic education should be that of helping children to make better decisions. That follows out of my assumption.
>
> Secondarily, it should be that of confronting children with moral problems. Thirdly, it should make accessible to them information needed to think about their problems and their hangups but, more importantly, to teach children to use factual data as evidence in making decisions. And there are two parts to that: They should have information but they also should learn to use factual data to make decisions. More basic still, civic education should help children to learn to ground their decisions in basic moral principles such as justice, equality, and the like, and in rationality. In the light of the above--if you accept my propositions

> so far--what is practiced in schools today, and called civic education, could hardly be conceived to better negate these purposes. Schools are authoritarian rather than democratic, both in their total organization and in the classroom. Rather than to confront our problems, we tend to promulgate dogma. That's been proved by research time and time again--that is, to indoctrinate rather than confront. We memorize vast quantities of isolated bits and pieces of information in resolving problems, or trying to, and we eschew moral decisions as without our pale of influence.

Dr. Engle's statement was discussed, and the participants, while recognizing the importance of stating philosophies of citizenship education, decided that they would neither generate nor endorse such a statement at this conference. It was proposed as a strategy that perhaps a group within NCSS could take up the task of developing a philosophy of citizenship education, which could be prepared as a statement for public distribution.

To Meet the Need for a Reconceptualization

In relation to the need for reconceptualizing citizenship education, the participants decided that this, too, was a task which could not be completed by a two day conference. However, Fred Newmann of the University of Wisconsin, delineated a strategy which mirrored a number of the the participants' thoughts when he said:

> Although we may not come up with any definition, we might come up with some general criteria to which any definition ought to speak. If you are going to have a definition of citizenship education, at least make sure that it addresses itself to a set of issues. And we can try to create that set of issues.

It was suggested by Dr. Engle, and seconded by many others, that the conference commission a paper on the reconceptualization of citizenship education. Dr. Newmann made a presentation of the questions and issues to which he thought a conceptualization of citizenship education ought

to be addressed.

- What approach will the conceptualization take to values?
- What approach will it take to knowledge?
- What approach will it take to social and political participation?
- What is the relationship between citizenship education and other school goals and curricula?
- What is the extent to which the structure of the school itself must change to be consistent with the goals of citizenship education?
- What is the extent to which non-school agencies should be involved in citizenship education?
- What implications for evaluation does this definition of citizenship education suggest?
- To what extent does this conceptualization depend upon local attitudes and control? or, How universal is this conceptualization?

Other participants added questions which they felt should be addressed as well.

Richard Remy of the Mershon Political Education Program at Ohio State, suggested this additional question:

- What approach to the nature of the learner will the conceptualization take?

Robert Gilmore, from the Center for Global Perspectives, suggested that the

- Underlying values of the conceptualization need to be stated, since they are different for different groups in different times.

To Meet Operational Needs

In addition to papers on the conceptualization of citizenship education and its underlying philosophy, the conference participants suggested that other kinds of documents and publications could be strategic in meeting

needs identified here. The following documents were suggested as possible long range projects for the Council:

- Curriculum Guidelines for Citizenship Education
- An NCSS Position Statement on Citizenship Education
- A Bibliography of Resource Centers, Materials and People in Citizenship Education.

To Meet Informational Needs

Each of those three documents could be instrumental in meeting the third and fourth types of needs expressed at the conference, those for operationalizing and disseminating information on citizenship education. Addressing the same needs, Jane Mounts, Social Studies Consultant for the State of Indiana, suggested that the NCSS serve as a:

- National Communications Network in Citizenship Education.

Elizabeth VanderPutten, a teacher in Manhasset New York, suggested that activities at the state and local levels could be stimulated by applying for mini-grants to conduct:

- State and Local Conferences on Citizenship Education
- School by School Evaluations of Citizenship Curriculum.

Ms. VanderPutten felt that it was important to "involve the teachers and administrators in the process of evaluating citizenship education." It was also suggested that a program be developed for:

- In-Service Teacher Training, sponsored by State Departments of Education.

OUTCOMES OF THE CONFERENCE

The March 1976 Conference on Citizenship Education served to focus many of the current problems and needs in citizenship education. The major problems confronting the field are those of widespread citizen alienation and a genuine moral crisis in the society. Needs in citizenship education which emerged at the conference could be categorized as related to (a) philosophies of citizenship and citizenship education, (b) reconceptualization of citizenship education, (c) operational and pedagogical concerns, and (d) information exchange networks. Strategies for addressing each type of need were offered and discussed at the conference.

The act of bringing together a group of scholars and leaders in any field is, in itself, a stimulant to the field. The effect of the informal interactions at the conference cannot be measured. The increased awareness of other programs, current research, additional resources, and an increasing cooperation among different groups involved in citizenship education will serve, in the long run, to broaden and deepen our knowledge and capabilities in this most important aspect of education.

Recommendations of the Conference

The most often cited, and perhaps most important need expressed at the conference was the need for a reconceptualization of citizenship education. The idea of convening

1. A National Commission on Citizenship Education

was discussed. Participants felt that while the accomplishments of the 1934 Beard Commission had been many and thoroughgoing, the time has come again for national recognition of the importance and changing requirements

of citizen education in the United States. Many participants agreed that the most promising avenue for accomplishing the task of reconsidering United States citizenship within a changing global context would be through the creation of a high level, Beard-type, National Commission for the Reconceptualization of Education for Citizenship.

As a result, the conference offered a short-term recommendation that

2. A Paper on "Reconceptualizing Citizenship Education" be prepared by Fred Newmann, circulated to conference participants, and submitted for presentation at the Fall 1976 U.S.O.E. Conference on Citizenship Education.*

Such a paper, it was felt, could help lay the groundwork for national-level efforts by providing a framework for philosophies of citizenship and citizenship education.

Recommendations for other, long-term projects included:

3. An NCSS Position Statement on Citizenship Education

which would be developed by an NCSS committee and would articulate the organization's philosophical approach to citizenship education.

4. Curriculum Guidelines for Citizenship Education

would be developed in a similar fashion, and used as a guide for developing and evaluating citizenship curricula at all levels. It was suggested that both the Position Statement and the Curriculum Guidelines could be offered to federal and private funding agencies as criteria for their own programs. Growing out of the idea that the NCSS would become a center for citizenship education, it was recommended that

5. A National Communications Network for Citizenship Education

be developed. This communications network would have the capability of rallying necessary support for citizenship programs at national, state, and local levels, and could develop and maintain

---

* As this report is being published, the Newmann paper, "Building a Rationale for Civic Education," is in its final draft stage.

6. A Bibliography of Resource Centers, Materials and People.

It was further recommended that the National Council could take the initiative for stimulating

7. State and Local Conferences on Citizenship Education

which would complement the U.S.O.E. conferences of a similar nature. These conferences could be funded by mini-grants from federal and private sources with projects in citizenship education, as could

8. School by School Evaluations of Citizenship Curriculum.

Evaluations could be based upon the NCSS Guidelines when they are developed. Finally, it was recommended that

9. In-Service Training by State Departments of Education

be developed to provide on-going support services for the development of citizenship education programs at the local level.

While the conference left many questions unanswered, each of its recommendations points out new directions and responsibilities for the National, State and Local Councils for the Social Studies, in cooperation and conjunction with other organizations active in citizenship education. It is for these groups to accept or deny the challenge offered, to strengthen our educational efforts to develop a knowledgable and involved United States citizenry.